

Texas Education Agency Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> Received Texas Education Agency 2014 JUN 22 PM 2:23 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		Vendor ID #	Mailing address line 1	
Refugio ISD			212 W. Vance Street	
Mailing address line 2		City	State	ZIP Code
		Refugio	TX	78377
County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
196903	Refugio High School 001 Refugio Junior High 042 Refugio Elementary 103	3	27	07-047-8094

Primary Contact

First name	M.I.	Last name	Title
Lisa		Herring	Director of Education
Telephone #	Email address		FAX #
361-526-5400 X 2009	lisa.herring@refugioisd.net		361-526-2326

Secondary Contact

First name	M.I.	Last name	Title
Wendy		Pursell	Business Manager
Telephone #	Email address		FAX #
361-526-5400 X 2005	Wendy.pursell@refugioisd.net		361-526-2326

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jack		Gaskins	Superintendent
Telephone #	Email address		FAX #
361-526-2325	Jack.gaskins@refugioisd.net		361-526-2326

Signature (blue ink preferred)

Jack Gaskins

Date signed

01-21-2014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Refugio is a small, rural community of approximately 2,800 people and is located on the Gulf coast approximately 45 miles from the nearest populace. The school district has 3 campuses, each of which is a school-wide Title I campus, and the overall district economically disadvantaged rate is approximately 62% (Texas Academic Performance Report 2013). The amenities of the larger cities of Victoria and Corpus Christi typically draw potential applicants away from our district as they can offer more job opportunities, have larger salary budgets to attract quality applicants, and offer a variety of affordable housing options. Over the last few years, Refugio ISD has struggled to find quality professional and paraprofessional applicants to fill openings and has recently begun to offer stipends to our high needs areas of Math and Science in an effort to be more competitive with surrounding districts. Our EEIP would grant us the resources we need to not only expand our efforts to draw quality, experienced educators, but also a means of implementing best pedagogical practices, cultivating continued, meaningful professional growth, and fostering an entire district culture of support and collaboration.

Refugio Independent School District is seeking funding through the Educator Excellence Innovation Program (EEIP) in order to implement a comprehensive, innovative program designed to improve the effectiveness of our educators, and thus, the academic experiences of our students district-wide. The EEIP plan that Refugio ISD proposes is all-encompassing in that it provides a means for our district to competitively pursue and retain highly qualified, successful educators; acculturate new hires to the specific student culture, campus and district setting in which they will work; provide the skills and tools needed for continued professional growth and efficacy; and affords us a means of strategically compensating our successful teachers to demonstrate how much their expertise is valued by the district.

The following is a summary of the practices and programs that Refugio ISD plans to incorporate into their Educator Excellence Innovation Program:

Induction & Mentoring: Refugio ISD plans to implement an induction and mentoring program district-wide to support new teachers and experienced teachers new to our district. We will work with Annette Breaux, world-renowned expert in the field of New-Teacher Induction and Mentoring, to provide a comprehensive induction and mentoring program including initial training, on-going support and coaching, as well as program reflection and evaluation. Teachers that apply and are selected to serve as mentors will receive multiple training and support opportunities to carefully outline the goals and expected outcomes of their mentorships. In addition, all faculty and staff will receive training on working with impoverished learners to prime new and veteran teachers to work with our specific student population in the 2014-15 school year. Refugio ISD School Board and administration vow to ensure that mentors and mentees have the training and collaboration time needed to meet our induction and mentoring program goals.

Evaluation: Refugio ISD will continue to use PDAS, the state's approved instrument for formal appraisals. Additionally, multiple teacher observations will be conducted throughout the school year and that information will be combined to produce a more accurate, comprehensive formal observation. "Powerwalk" observations based on "The Fundamental 5", which are five individual practices that work together to produce quality instruction, will be conducted regularly to gain an accurate description of the level of instruction and the level of learning that are taking place in each classroom. Lead Your School, a school improvement consulting group, will provide on-site training on how to implement "The Fundamental 5" and how to use their Powerwalks Instructional Observation system, including how to interpret the data gleaned from the system, and how to problem solve and coach staff based on identified trends.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Professional Development & Collaboration: Professional development and collaboration are key components of our EEIP program. Refugio ISD recognizes the importance of professional development and collaboration and has filed a waiver with TEA to provide 5 additional days in the 2014-15 school year that will be used for PD and collaboration. Refugio ISD will work with educational experts to provide our faculty and staff with quality, research-based training and will create a support network that will assist teachers in execution of these practices. All Refugio ISD faculty and staff will receive training on understanding the needs of the impoverished learner. Mentors and new teachers/teachers new to the district will receive Induction and Mentoring training and materials from a world-renowned expert in the field. Lead Your School will guide our teachers and leadership in implementing five practices of effective, quality instruction as well as training on the PowerWalks Instructional Observation System. Lead Your School will help Refugio ISD identify and implement better practices through a complete district improvement process and will provide the on-site support, training, and evaluation required to provide our teachers and students with the best opportunity to be successful in the classroom. Instructional coaches will also provide training, coaching, modeling, and support to teachers as they implement and develop these new instructional practices.

Collaboration will be frequent and ongoing. Department/grade level heads will be selected and compensated and will be instrumental in ensuring that weekly collaborative meetings stay focused and goal-oriented. Mentor teachers and mentees will meet weekly to guarantee that new teachers are receiving the support and resources they need to be effective. Administration will conduct regular leadership meetings to monitor the progress and effectiveness of the EEIP program.

Strategic Compensation & Retention: The EEIP plan that Refugio ISD proposes would supplement and greatly expand our current practices in compensation and retention. With grant funding, the district would be able to expand our current stipends to high-needs and shortage areas. We would also be able to aggressively compete with the salaries of neighboring districts that threaten to steal our educators that have proven classroom performance and superior student success. Our retention plan includes a fuel stipend that would alleviate some of the financial burden our commuting employees suffer from traveling to and from work due to the lack of affordable, adequate housing in Refugio. Through EEIP funding, Refugio ISD would also have the resources needed to invest in teacher leaders through compensation for additional duties such as Mentorships and Department/Grade Level Chairs.

Recruitment & Hiring: Our EEIP plan would provide the means to create a stream-lined recruiting, marketing, and hiring process for our district. Refugio ISD will select and compensate a district-wide recruiter that will be the district's advocate when searching for educators. The recruiter will be responsible for collecting information and scheduling interviews with potential hires. He will share his passion and enthusiasm for the students, school, and community of Refugio and will promote the benefits of joining the Refugio ISD community. This recruiter will also be instrumental in developing relationships with institutions of higher education and will seek recommendations for quality graduates and use their education departments to increase our pool of potential applicants. The recruiter will be the initial point of contact and will work closely with the campus leadership and interview teams. The EEIP plan also provides for early resignation notification from teachers planning to leave the district by offering a monetary incentive for those that formally resign by a date designated by district leadership.

Career Pathways: Refugio ISD's EEIP plan would offer a variety of opportunities for career advancement. Teachers could advance their careers through mentoring, leading a department or grade level, or serving as an instructional coach. Refugio ISD would also encourage teachers to pursue master's degrees or additional certifications in their subject area or an area determined by the district and would assist with tuition and certification exam fees. Quality graduating seniors, substitute teachers, and paraprofessionals would also be encouraged to earn their teaching degrees through tuition assistance.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 196903				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$298,056	\$0	\$298,056	\$298,056	\$0	\$298,056	
Schedule #8	Professional and Contracted Services (6200)	6200	\$70,050	\$0	\$70,050	\$70,050	\$0	\$70,050	
Schedule #9	Supplies and Materials (6300)	6300	\$15,439	\$0	\$15,439	\$15,439	\$0	\$15,439	
Schedule #10	Other Operating Costs (6400)	6400	\$4,300	\$0	\$4,300	\$4,300	\$0	\$4,300	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	
Total direct costs:			\$387,845	\$0	\$387,845	\$387,845	\$0	\$387,845	
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$387,845	\$0	\$387,845	\$387,845	\$0	\$387,845	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$387,845			\$387,845			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$38,785			\$38,785			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 196903			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher	0	0	\$0	\$0
2	Educational aide	0	0	0	0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Other Employee Positions					
15	Instructional Coach	2	0	\$101,000	\$101,000
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$3,000	\$3,000
20	6119 Professional staff extra-duty pay			\$143,000	\$143,000
21	6121 Support staff extra-duty pay			\$3,000	\$3,000
22	6140 Employee benefits			\$8,056	\$8,056
23	61XX Tuition remission (IHEs only)			\$40,000	\$40,000
24	Subtotal substitute, extra-duty, benefits costs			\$197,056	\$197,056
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$298,056	\$298,056

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$0	\$0
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$0	\$0
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0	\$0
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Poverty Training to learn key strategies to impact achievement of the under-resourced learner	<input type="checkbox"/>	\$4,500	\$4,500
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$4,500	\$4,500
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: On-site Training			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: The Fundamental 5; PowerWalks Observation System				
1	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs \$32,500	# of positions: 1	\$32,500	\$32,500
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
	Total budget:		\$32,500	\$32,500

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 196903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Mentor & Induction on-site Training		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Training of new teachers and mentors (4 days)			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs \$24,800	# of positions: 1	\$24,800	\$24,800
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$24,800	\$24,800
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 196903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$57,300	\$57,300	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$4,500	\$4,500	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$57,300	\$57,300	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$8,250	\$8,250	
(Sum of lines a, b, c, and d) Grand total		\$70,050	\$70,050	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 196903					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	iPad Tablets	Use to perform observations with PowerWalks Observation System	24	\$550	\$6,600	\$6,600
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$0	\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$8,839	\$8,839
Grand total:						\$15,439	\$15,439

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 196903		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$0	\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$2,800	\$2,800
	Specify purpose: Travel for Trainer to district X 4 trips (rental, motel, meals, airfare)		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$1,500	\$1,500
Grand total:		\$4,300	\$4,300

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 196903

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	\$0
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 728

Category	Number	Percentage	Category	Percentage
African American	84	11.5%	Attendance rate	95%
Hispanic	460	63.2%	Annual dropout rate (Gr 9-12)	.9%
White	176	24.2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	79%
Asian	2	.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	6%
Economically disadvantaged	448	61.5%	Students taking the ACT and/or SAT	72%
Limited English proficient (LEP)	29	4%	Average SAT score (number value, not a percentage)	1228
Disciplinary placements	16	2.1%	Average ACT score (number value, not a percentage)	16.7

Comments

*Parts 1 & 2 data source: Texas Academic Performance Report provided by TEA 2013

**TAKS met 2011 standard all tests & TAKS commended performance data source: Texas Assessment Management System Summary Report May 2013 provided by Pearson

Parts 3 & 4 (p.18) data source: Fall 2013-14 PEIMS Submission

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	1	1.5%
Hispanic	12.5	19.3%	Bachelor's degree	53.2	82.3%
White	50.2	77.7%	Master's degree	10.5	16.2%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	16.7	25.7%	Avg. salary, 1-5 years exp.	\$37,722	N/A
6-10 years exp.	11	17%	Avg. salary, 6-10 years exp.	\$41,538	N/A
11-20 years exp.	16.6	25.6%	Avg. salary, 11-20 years exp.	\$46,658	N/A
Over 20 years exp.	15.5	23.9%	Avg. salary, over 20 years exp.	\$54,887	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	13	74	74	50	46	58	60	57	55	62	45	49	43	52	738
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	13	74	74	50	46	58	60	57	55	62	45	49	43	52	738

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	4	4	4	4	4	4	5	6	6	6	5	6	6	65
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	1	4	4	4	4	4	4	5	6	6	6	5	6	6	65

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Schedule #13—Needs Assessment

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD utilizes the Comprehensive Needs Assessment (CNA) tool created by Region 20 to identify and prioritize needs for each campus and the district as a whole. Teams are established on each campus and a chairperson is selected to serve as facilitator for the process. Each team is responsible for investigating and collecting all data available regarding one of the eight strands outlined in the CNA tool. The strands explored in the CNA process include: Technology, School Context & Organization, Family & Community Involvement, Curriculum & Instruction, Demographics, Student Achievement, School Culture & Climate, and Staff Quality, Recruitment, & Retention. The team then uses the resources, probing questions, data, and surveys collected to create a list of things the campus does well (strengths) and also what areas of need are evident. The team then collaboratively creates a summary of priority needs for their strand and submits the list to the administrator who compiles a comprehensive list of needs from each of the eight teams. Each campus administrator submits his summary of prioritized needs to the District Leadership Team who is responsible for reviewing the list, identifying shared needs among the campuses, and evaluating resources needed to address the needs.

Needs identified by the Comprehensive Needs Assessment process are the driving force behind the development of the campus and district improvement plans and have been the primary source used to develop the Educator Excellence Innovation Program plan. The CNA process also serves as an evaluation of current practices and programs and the data and input gathered help campus and district leadership make informed decisions about people and programs.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve writing scores by raising expectations and consistency district-wide	Through EEIP funding, Refugio ISD will provide training on <i>The Fundamental 5</i> by Sean Cain. This training will focus on 5 instructional practices that can be implemented immediately to impact student learning. One of the "fundamental 5" is critical writing. All educators district-wide will learn how to implement critical writing into every subject every day of the week, making writing the center of instruction and learning.
2.	Define guidelines and expectations for a Teacher Mentor Program	Annette Breaux, an expert in induction & mentoring, will provide training and ongoing support to selected, compensated mentors in the district. She will give them the tools and resources needed to understand the roles and relationships of the mentor and the mentee and will help the district with the implementation, progress monitoring, and evaluation of the mentor program.
3.	Collaboration with team (planning, data disaggregation)	Refugio ISD will increase collaboration through the EEIP by providing regular, uninterrupted meeting times during the week in which teachers are duty free and able to meet with colleagues. The district has also requested a waiver that will provide for more time for collaboration and professional learning through early release days and reduced instructional days. Mentors, department heads, and instructional coaches will facilitate collaboration meetings to ensure they remain focused and goal-oriented.
4.	Improve student performance on standardized tests—all populations, close gaps, reduce retentions	Our EEIP plan will help improve standardized test scores through continued professional development and implementation of proven practices. All teachers will be trained in how to best meet the needs of impoverished learners as well as the implementation of 5 critical practices that will transform the classroom environment. Instructional coaches will also be utilized to observe, model, and coach teachers as they implement the new strategies. In addition, teachers will have more time to collaborate and study data in order to provide targeted instruction and tutorials.
5.	Increase recruitment and retention efforts	Refugio ISD will select a recruiter that will assist with recruiting, marketing, and hiring. Also, the district will provide a fuel stipend for commuting teachers to assist with high fuel prices and the lack of housing. The district will also offer a variety of career development opportunities through mentors, instructional coaches, department heads, tuition assistance, and certification exam fees. In addition, an early resignation notification incentive will help fill openings earlier and from a larger pool of applicants.

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Schedule #14—Management Plan

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Education	Lisa Herring, Director of Education for Refugio ISD, will serve as the project director. Mrs. Herring has 13 years of teaching experience, 7 years of grant management experience, and a Master's degree in educational leadership. Mrs. Herring will be involved in every phase of the EEIP program and will be instrumental in securing the resources needed to meet the program goals.
2.	Business Manager	Wendy Purseil has an MBA and is the Business Manager for Refugio ISD and boasts more than 20 years of experience with the district. She will work closely with the EEIP Project Director to ensure allowable use of funds and that all local, state, and federal funding guidelines are followed.
3.	Consultant	Annette Breaux is a consultant with 30 years of experience in education as a classroom teacher, curriculum coordinator, and teacher induction coordinator. Ms. Breaux will be instrumental in the development, monitoring, support, and evaluation of our induction and mentoring program.
4.	Consulting Company	Lead Your School (LYS) is a school improvement consulting group that has been providing on-site embedded training, consultation, and support to teachers, campuses administrators, district administrators, and school boards since 2006. LYS will assist Refugio ISD with implementing <i>The Fundamental 5</i> and performing PowerWalks that focus on the quality of instruction and learning.
5.	ESC 3	Region 3 staff will provide support to our instructional coaches by assisting them in learning and applying knowledge and skills necessary to improve the academic performance of all students.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Enhanced Mentor Program	1. Induction/Mentor Training for new teachers	08/21/2014	08/21/2014
		2. Mentor training for 5 selected mentors in district	08/22/2014	08/22/2014
		3. Provide on-going support for mentors/mentees	08/21/2014	06/04/2016
		4. Reflection & Evaluation of mentor program	05/22/2015	05/20/2016
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Provide on-going, research-based professional development	1. Training on meeting needs of impoverished learners	08/18/2014	08/18/2014
		2. Training on The Fundamental 5—quality instruction	08/19/2014	12/19/2014
		3. Training on PowerWalks Observation System	08/11/2014	08/11/2014
		4. Instructional Coaching w/ Region 3 ESC	06/04/2014	06/04/2016
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase Teacher Retention	1. Stipends for High needs/shortage areas	08/25/2014	8/25/2016
		2. Fuel Stipends for commuters	08/25/2014	08/25/2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Implement New Walkthrough System	1. Purchase iPads for Observers	04/14/2014	04/14/2014
		2. Training on PowerWalks Observation System	08/11/2014	08/11/2014
		3. Perform minimum of 3 PowerWalks per day	09/01/2014	08/31/2016
		4. Evaluate instruction using PowerWalks Reports	09/01/2014	08/31/2016
		5. Use Powerwalks data in Summative Conferences	03/02/2014	05/09/2016
5.	Provide Opportunities for Career Growth	1. Select Mentors, instructional coaches, dept. heads	04/01/2014	4/25/2014
		2. Provide time for teacher collaboration	08/25/2014	08/31/2016
		3. Tuition Remission for pursuing degrees	04/01/2014	08/31/2016
		4. Pay for certification examinations	04/01/2014	08/31/2016
		5. Ongoing professional development	06/04/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD teachers and administrators work closely and communicate often to carefully monitor implementation and effectiveness of current program goals and objectives. Department and grade level teams have common planning times to facilitate discussion and sharing of program results and issues. Each campus administrator has formal monthly meetings with his faculty to evaluate the progress toward goals and objectives of a current initiative. The campus leaders then meet with district leadership to review the progress and teacher reflections on project programs. Teacher feedback and data on programs, student achievement, and training and coaching sessions are then carefully reviewed to help administration make informed decisions and program adjustments as necessary. Each campus administrator then meets with his faculty as a whole, as grade level teams, or even individual teachers as appropriate to share program changes that will be implemented as well as the desired outcome. Currently, program adjustments are communicated, as appropriate, at monthly meetings of the Board of Trustees as well as the regularly scheduled meeting of the district site-based decision making committee. If it is fitting, parents and stakeholders are made aware of the program changes through written correspondence, the automated call system, the Refugio ISD website, and the local newspaper.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Educator Excellence Innovation Program that we are proposing includes some projects that are related to current district practices. Refugio ISD currently has "mentors", however; they have never received any formal training or clearly defined program goals or expectations. We plan to expand our current mentorships by clearly defining the roles and relationships of the mentor and the mentee. We plan to enlist the assistance of an expert in the field to help us develop, implement, and evaluate the success of our program. Mentors will be compensated for the additional duties and responsibilities and will be held accountable for weekly collaboration meetings and performing PowerWalks observations.

Another current project that we plan to expand through our EEIP is offering stipends to high needs/shortage positions in the district. The 2013-14 school year marks the first year that Refugio ISD has provided stipends to teachers of secondary mathematics and science. These subjects have proven difficult to fill with quality educators as surrounding districts are able to offer higher salaries. With EEIP funding, we plan to expand stipends to additional areas that have been difficult to fill including High School Spanish and all levels of special education. We believe the stipends will allow us to be more competitive with surrounding districts and will assist us in recruiting and retaining qualified Spanish and Special Education teachers.

Open lines of communication and frequent collaboration will provide the environment for a successful EEIP program. Teachers will have weekly opportunities to evaluate their own understanding and level of implementation with colleagues, as well as monthly opportunities to share what is/is not working with campus and district leaders. Regular progress measures and celebrations of program accomplishments will be conducted and shared with stakeholders. Project participants will remain committed as the entire district works with a common purpose and shared responsibility for accomplishing program goals.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Teacher feedback/evaluations/participant sign-ins	1.	Participation & Impact of Professional development sessions
		2.	Effectiveness of collaboration planning times
		3.	Value of Mentor/induction program
2.	PowerWalks Observation System Reports	1.	Implementation of new Observation system
		2.	Trends in classroom instruction and student learning
		3.	Addition of observers (mentors & coaches) to gather greater sampling of data to identify trends over time in learning environments.
3.	Comprehensive Needs Assessment process	1.	Prioritized list of needs for each of 8 strands in CNA
		2.	Data disaggregation of student achievement (report cards, STAAR/EOCs)
		3.	Surveys of program effectiveness—teachers, students, parents
4.	Texas Academic Performance Report—TEA 2014	1.	STAAR/EOC writing performance at each campus & district
		2.	Teacher retention data—2 year comparison
		3.	Salaries & degrees of teachers—to evaluate career growth
5.	Annual Project evaluation	1.	Goals attained, progress made in the EEIP program
		2.	Feedback from teachers & students on program effectiveness
		3.	Budget reports indicate spending on EEIP allowable expenses as outlined in proposal

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD will collect a variety of data to help with progress monitoring, program adjustments, and evaluations of the EEIP. Professional development and collaboration sessions, including mentor/induction training, Fundamental 5 Training, poverty training, department/grade level meetings, and PowerWalks training will each have sign-in logs to keep record of participants. Each session will ask for teacher input and evaluation and the information will be used to determine if additional training is needed. Teacher walkthroughs and evaluations will also be an important part of the evaluation process. Mentors, coaches, and administrators will learn much about the level of understanding and implementation of EEIP components when they are in the classrooms observing front-line instruction. With reports from the PowerWalks Observation System, identified trends will give administration the information needed to make informed program decisions, make adjustments to the plan, and determine the next steps required to meet the goals and objectives of the EEIP plan.

Data and progress reviews of EEIP components will be evaluated at monthly campus and district-level leadership meetings. The Board of Trustees and District Site-Based Decision making committees will be kept abreast of the program standing and will be instrumental in securing resources, assisting with program requirements, and evaluating the success of the plan.

Our Comprehensive Needs Assessment (CNA) process conducted each year in May will provide a comprehensive look at quantitative and qualitative data—including perception data for each campus and the district as a whole and will arm us with the information needed to “fine-tune” our EEIP program. As part of the CNA process, student performance data will be disaggregated and analyzed to evaluate program effectiveness. Benchmarks, content-based assessments, and STAAR/EOC student performances will make all stakeholders aware of the impact of our Educator Excellence Innovation Program. The Texas Academic Performance Report (TAPR) released each fall by TEA will be the decisive “measuring stick” as it will have 2 year comparative data revealing the overall impact of EEIP components such as student performance on STAAR/EOC—particularly Writing, teacher retention rates, teacher degrees, and salaries. The results will be shared with all program stakeholders.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD recognizes the challenges new teachers often face when tackling their first teaching assignments. A vast array of research states shocking percentages of new teachers leave the profession in the first 5 years due to the isolation and "sink or swim" philosophy that is typically inherent to the profession. Refugio ISD has attempted to address this lack of support for teacher newcomers with the assignment of mentors. Though Refugio ISD has had a mentor program for the last few years, the program is lacking and has been identified as an area of need by our Comprehensive Needs Assessment. Currently, our new teachers are assigned mentors, but mentors never receive any formal training or goals/expectations of their mentorship and mentors/mentees have very little time for collaboration. Therefore, Refugio ISD has consulted with a national expert, Annette Breaux, to develop a comprehensive plan for our district that will help transition beginning teachers into the classroom, acculturate them to our specific student population, and will excite and re-energize our experienced teachers.

To begin implementation of our EEIP plan, teachers interested in becoming mentors will submit an application to the District Leadership Team. Applicants will be rated on specific criteria using a district-developed rubric and 5 mentors will be selected and notified by June 1, 2014. Prior to the start of the 2014-15 school year, mentors will attend a full day of research-based mentor and induction training with Annette Breaux, a national expert in the field. Mentors will receive resources and materials to help with their new roles and Ms. Breaux will provide program coaching and support throughout the school year. New teachers and teachers new to the district will also receive a full day of Induction & Mentoring training with Ms. Breaux to outline the mentor/mentee roles and relationships as well as to review procedures and practices that are proven to boost student achievement and prevent teachers from leaving the field. Three additional on-site consultation days with Ms. Breaux will provide opportunities to evaluate the progress toward the program goals as well as problem solving and reflection to determine next steps.

By using paraprofessionals to provide duty-free afternoons, mentors and mentees will have 1 designated day weekly from 2:30-4:00 PM for data review, professional growth, and collaboration. Every 2 weeks, mentees will observe the classroom instruction of the mentor or others in the district as appropriate to view how the strategies and procedures they are learning look, feel, and taste when translated into the classroom. New teachers are often uncertain about how their classroom performance "stacks up" to experienced teachers, and these observation periods will provide on-the-job training as well as validation of things the mentees are doing well in the classroom.

Mentors will be taking on additional duties such as performing classroom observations, assisting with lesson planning and classroom and time management, and instructional training, modeling, and coaching. In addition to the Mentor & Induction training, Mentors will receive training from Lead Your School on how to use the PowerWalks Observation System, how to interpret the observation data, and how to coach staff based on their findings. Because the new mentor duties will be time consuming, the mentee to mentor ratio will not exceed 3:1. We anticipate securing 5 mentors at \$5,000 each for a total of \$25,000 for the district. Though mentor assignment will be determined by need, we are tentatively planning for 2 mentors each for the elementary and high school campuses, and 1 for the junior high campus.

In addition to expanding and improving our mentor program, Refugio ISD will train all faculty and staff on 10 actions that can be implemented immediately to better meet the needs of our economically disadvantaged population. The training is based on the book *A Framework for Understanding Poverty* by Ruby K. Payne.

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Ph.D and will address the following topics: resources, the importance of relationships, hidden rules, mental models, family structure, case studies, family dynamics, the role of language registers, and discourse patterns and story structure. This session will equip new teachers and teachers new to the district with the tools needed to impact our Impoverished and at-risk learners. The training will also serve to remind and refresh our experienced teachers as we embark on a new school year.

Training: A. Breaux—Induction & Mentoring \$6,200 per day X 4 days = \$24,800

Mentoring & Induction Books: 30 X \$30 = \$900

Training: Ahal Process Inc. Training for Impoverished Learners 1 day X \$4,500 = \$4,500

Books: A Framework for Understanding Poverty: 100 books @ 16.50 ea + 8% shipping = \$1,782

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Our Educator Excellence Innovation Program will significantly expand our current evaluation system by providing for a much more accurate, comprehensive picture of the level and quality of instruction and learning that is taking place in our classrooms.

Refugio ISD believes that frequent, purposeful walkthroughs can be a powerful technique for school improvement. In an edition of *Principal Leadership*, Principal John Skretta noted that the greatest value of walkthroughs "is that administrators can use them to gather data, which in turn can be used to prompt and provoke dialogue about instruction between teachers and administrators." (2007, May). Refugio ISD plans to use classroom walkthroughs as a tool to drive a district-wide improvement process by identifying what we are doing well in the classroom on a daily basis—as well as what we are not doing that we should be doing.

Lead Your School, a school improvement consulting group, will lead this initiative by training all principals, assistant principals, mentors, and instructional coaches on their PowerWalks Observation System, which is based on Sean Cain's book *The Fundamental 5*. PowerWalks is a classroom observation tool (walk-throughs) that allows observers to better coach teachers and to pinpoint specific professional development needs ensuring continuous system, leadership, staff and student performance growth. After learning how to use the PowerWalks observation protocol and online management system, observers will be able to customize the survey tool according to campus instructional foci and will have the ability to splice data in infinite combinations in order to examine instructional performance through multiple lenses.

Contrary to our previous observation system, observations will now be conducted by a variety of school leaders, including principals, assistant principals, mentors, and instructional coaches. With our EEIP plan, observations will be more effective as they will have a specific purpose—particular behaviors and strategies that each observer will look for while conducting a walk-through. Our trained observers will use the PowerWalks Observation System, developing a common set of walk-through standards and a common language that will improve the quality of conversations about instruction. Observers will do a minimum of 3 PowerWalks a day, in which they will enter a classroom for 5-10 minutes and use a computer tablet to record what they observed during their visit into the PowerWalks Observation System. The PowerWalks system will help the observer gather walk-through information on the following criteria: Instructor Location, Pupil Engagement, Lesson Framing, Instructional Alignment, Rigor, Relevance, Student Understanding, High Yield/Low Yield Practices, Classroom Management, Learning Environment, and the Fundamental 5.

The frequency and brevity of the PowerWalks will allow for each observer to make numerous trips to each classroom, producing a much more accurate picture of the instruction and learning over time. The PowerWalks Observation System platform will collect and disaggregate the walk-through data and leadership will be able to generate a variety of reports that will provide new insight and understanding of our classroom instruction and its impact on student achievement. Observers will be equipped with an abundance of information to share and collaborate with teachers regarding instruction and proven practices and what skills and resources teachers will need to implement those practices.

Before implementing the new PowerWalks Observation System, all teachers will be trained in *The Fundamental 5*, which is the foundation for the PowerWalks protocol. Leadership will also conduct meetings with the staff to establish clear expectations and explain the purpose and process involved in the walkthroughs.

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Pre-observation meetings will be held to identify the focus of the observations. An observer might have a Pre-observation meeting with a new or struggling teacher to discuss the things he will be looking for during his PowerWalk—such as teaching in the powerzone or classroom management. The Pre-observation meeting can ease the anxiety associated with observations as the expectation is clearly defined. Pre-observation meetings can also make the observer more effective by declaring the focus and objective of the visit—not just leaving the classroom with a general perception.

Post-observation feedback will be required for every walk-through. The PowerWalks Observation System is action-based and will help observers provide feedback that is very focused and descriptive of the level of performance observed of both the teacher and the students. The common language used by all observers through the PowerWalks System will positively impact instruction as it will establish a district-wide matching set of success indicators for teaching and learning.

PowerWalks Training will cost \$2,500 for 1 day of on-site training for 12 observers= \$2,500
Subscription to the PowerWalks Observation System is \$2,200 per campus X 3 campuses = \$6,600
iPads for observers 12 X \$550 = \$6,600

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 196903

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Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD will continue to use PDAS, the state approved appraisal system, for formal evaluations; however, we will make some adjustments to our current evaluation procedures that will provide a more comprehensive evaluation of teacher performance.

New teachers and teachers new to the district will continue to attend a PDAS orientation and all teachers will receive a copy of the PDAS manual. Refugio ISD teachers will receive one formal evaluation rating 51 criteria in the following 8 domains:

1. Active, successful student participation in the learning process
2. Learner centered instruction
3. Evaluation and feedback on student progress
4. Management of student discipline, Instructional Strategies, Time/materials
5. Professional communication
6. Professional Development
7. Compliance with Policies, Operating Procedures, and Requirements
8. Improvement of all students' academic performance

Teachers will continue to reflect on their professional growth and have input into their evaluation by completing the Teacher Self-Report. The formal PDAS evaluation will be at least 45 minutes in length and rate teacher performance in the 8 domains listed above. As is current practice, formal evaluations will be conducted by campus principals and assistant principals. When the new state-approved appraisal system is launched, the district will include mentors and instructional coaches in the training to expand our formal evaluation team. All formal evaluations will be completed in accordance with the district appraisal calendar and PDAS requirements.

Though our formal evaluation process will remain unchanged, our EEIP plan will have a tremendous impact on the system as a whole. While teachers will continue to have a single formal evaluation, each teacher will have a multitude of PowerWalks walkthroughs that will blend with the formal evaluation to produce a much truer image of what goes on in the classroom throughout the year. The brief, frequent walkthroughs will be loaded into the PowerWalks Observation System with the touch of a button and will provide an array of trend reports regarding *The Fundamental 5* components along with other high-yield practices. The addition of the PowerWalks protocol will serve as an instructional change catalyst as teachers and observers will have a common instructional language and shared instructional goals. In addition, students, as age appropriate, will complete surveys evaluating every course and teacher. These student evaluations will ask students to evaluate their own learning and attention spans and will provide actionable feedback from students about a teacher's classroom practices.

Summative conferences will be held prior to the last 15 instructional days of school. The summative conference will be a comprehensive look at all collected data regarding teacher performance including the formal evaluation, PowerWalks walk-throughs, teacher self-report, and student evaluations. Teacher and principal will work together to interpret the compilation of data and the administrator will lead the teacher to

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identify 3 areas to focus on for professional growth and they will jointly develop a plan to address those areas. Teachers will walk away from the summative conference with a profound understanding of their classroom learning environment and steps they can take to increase student achievement.

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Research shows that frequent, regular, purposeful collaboration is paramount for teacher effectiveness and student achievement. Refugio ISD acknowledges that collaboration is valuable time for our teachers to learn, grow, and extend their craft with their colleagues. Therefore, collaboration will play a significant part in our Educator Excellence Innovation Program.

To facilitate working together and shared learning, master schedules for all three campuses will provide for grade levels and department teams to have a common planning period. A grade level or department chair will be selected and will be responsible for facilitating weekly informal, collaborative meetings. These meetings will provide time to share data and plan collectively, increasing each teacher's capacity for improving student achievement. New teachers and teachers new to the district will greatly benefit from the collaboration as they learn proven procedures and practices from experienced teachers working with the same clientele.

In addition to common planning periods, each team/grade level will have a designated day for a weekly collaboration period from 3:00-4:00 PM. During this time, paraprofessionals will be utilized to render teachers "duty free" to make time available to do a variety of activities such as peer coaching, collaborative problem solving, data mining, and professional development. The department/grade level chair will facilitate the weekly collaborative meetings and will submit the meeting minutes to the campus principal for review. Mentors and mentees will also have a designated day within the week to meet and discuss procedures and pedagogical strategies. Mentees will be able to tap into the mentor's accrued wisdom and will have a built in system of professional development and support that is tailored to meet their specific needs. Mentors will receive formal Induction and Mentoring training and continued support throughout the year from Annette Breaux, a celebrated specialist in the field.

Refugio ISD has also submitted a waiver request to TEA to reduce the number of instructional days from 180 to 175 to provide 5 days within the school calendar for professional growth and collaboration. In addition, the district commits to using 3 early student release days to provide afternoons of uninterrupted collaboration and data digging. The early release and waiver days will give our campuses the opportunity to "flex" the collective "muscle" of their teacher teams and will encourage a spirit of professional growth, change, and experimentation while boosting student achievement and teacher job satisfaction.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD strongly believes that the single most important factor in determining the success of a student is the quality of his teacher. All the programs and resources in the educational world will not have the impact or educational benefit afforded to students of an exemplar teacher. Inversely, a teacher of poor quality can have a lasting negative impact on a student for a number of years. Through our Educator Excellence Innovation Program, Refugio ISD will foster a culture of continued professional growth and learning to groom our teachers to be the best in the field— as the students of Refugio ISD deserve nothing less. Our proposed EEIP will invest in the continued professional growth of our teachers as their preparedness will translate into student achievement.

Refugio ISD leadership works hard to stay abreast of professional development needs at the district, campus, and Individual levels and uses a variety of sources during the planning process. One source used for planning is the Comprehensive Needs Assessment (CNA) instrument created by Region 20. Through this instrument, the district leadership and district decision making teams are able to identify and prioritize areas of need at the district and campus levels. As a result, professional development sessions targeting the identified district needs for mentor training and training on reaching the Impoverished learner are included in our EEIP and, if awarded, will be added to the professional development calendar. The Comprehensive Needs Assessment also provides insight into the needs of each campus, and campus administrators then work with their campus leadership teams and district leadership to secure the resources needed to provide training on topics that are specific to the needs of their teachers and students.

With the implementation of our EEIP, the new PowerWalks Observation System will provide campus and district leadership with a wealth of information regarding the classroom learning environment and the degree of implementation of *The Fundamental 5*. PowerWalks information will also be used to identify professional growth needs of individual teachers. The multiple walk-throughs will clearly identify instructional and learning trends for each teacher, making it very easy to develop a prescriptive, tailored training plan. Formal evaluations, including walk-throughs and teacher self-reports, are also used to determine training needs at each of the three levels (district, campus, teacher) as appropriate. Additionally, mentors, instructional coaches, and ESC 3 consultants will play a role in determining professional development offerings. They will be instrumental in impacting front-line teaching and their input on training needs will be collected through walk-throughs, surveys, collaborative meetings, and strategic planning meetings. Individual teachers are also free to submit a request for training to the campus administrator at any time.

Benchmark, curriculum based assessment, and state assessment results are all considered when determining training needs. Assessment results are loaded into DMAC, a data collection system, and can be disaggregated and compared to look for trends in student groups or classrooms/grade levels and can be filtered down for comparison of specific students or standards. STAAR Writing performance at each campus and the district as a whole triggered a need for training on *The Fundamental 5*, which incorporates critical writing into every subject, everyday. Refugio ISD will provide *The Fundamental 5* training and a copy of the corresponding book to the entire district as we believe the five practices supported through this system (Frame the Lesson; Work in the Power Zone; Frequent, Small-Group, Purposeful Talk; Recognize and Reinforce; Write Critically) are critical practices that are the basis for quality, effective instruction.

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Given the tremendous importance of continued professional growth, Refugio ISD does not venture into professional development haphazardly, but carefully considers the needs of the district, campus, teacher, and students. The goals and strategies outlined in this proposal were all born out of genuine need for systematic reform.

Professional Development :

Aha! 10 Actions to Understand & Educate Students of Poverty 1 day @ \$4,500 = \$4,500

Mentor/Induction Training with Annette Breaux (p.26)

Lead Your School: *The Fundamental 5* Training 12 days (4 days X 3 campuses) @ \$2,500 per day = \$30,000

Lead Your School: PowerWalks Observation System Training (p. 28)

Books: *The Fundamental 5* by Sean Cain & Mike Lalrd: 100 books X \$18 = \$1,800

Region 3: Contracted services for Instructional Coaching (3 day package) 1 X \$1,650 = \$1,650

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD currently provides a \$4,000 stipend to the shortage areas of secondary math and science, and would like to use EEIP funding to expand the stipends to include high school Spanish and all levels of Special Education. For the last two consecutive years, the district has struggled to find highly qualified applicants for both Spanish and special education assignments. As a result, we now contract with another school district to offer Spanish I through distance learning. By expanding our stipends to include our shortage areas of Spanish and Special Education, we hope to be able to attract a greater pool of applicants from which we can select the proper fit not just settle for someone with the proper credentials.

Our Educator Excellence Innovation Program also provides for the training and selection of 5 mentor teachers, 2 at the high school and elementary and 1 at the junior high campus. These mentor teachers will be taking on many new responsibilities that will directly impact pedagogical growth, such as weekly collaboration meetings, PowerWalks Observations, trainings, and modeling and coaching. Mentors will be carefully selected using a district-developed rubric and will each receive a \$5,000 stipend for the additional time, effort, and responsibility their new role will demand. Each mentor will be held accountable for the mentoring of up to 3 new teachers. Mentors will train with Annette Breau, an expert in Induction and Mentoring, to equip them with the skills and resources they will need fulfill their mentor roles. She will provide ongoing mentor support throughout the year and will assist in evaluating the success of the mentor program.

In addition, the district will name a grade level or department chair for all grades/subjects. These department heads will be responsible for facilitating weekly collaborative meetings. They will ensure that meetings stay focused on program goals and objectives and will maintain an open line of communication between the department/grade level and campus leadership. Refugio ISD will select 14 grade level/department heads and each will receive \$2,000 compensation for their additional duties and responsibilities.

Due to the rural location of Refugio and the lack of affordable, adequate housing, many of our teachers commute more than 25 miles each morning to our school district. High fuel prices and costly vehicle maintenance often create financial hardship for these teachers. For this reason, Refugio ISD has added an innovative component to our EEIP plan that we believe will assist with the cost of commuting and persuade employees to remain in our district. With EEIP funding, Refugio ISD will provide each employee that commutes to work a distance equal to or greater than 25 miles one way a \$3,000 fuel stipend. We recognize that the district is unable to do anything in the immediate future to remedy the housing shortage in Refugio, but by thinking "outside the box" we could alleviate some of the financial burden for our traveling employees and provide an incentive for them to continue the commute.

The following teacher compensations are included in our Educator Excellence Innovative Program:

Mentors: 5 @ \$5,000 each = \$25,000

Shortage Areas: 5 (2 Spanish, 3 Special Education) @ \$4,000 each = \$20,000

Department/Grade Level Heads: 14 @ \$2,000 each = \$28,000

Fuel Stipend: 21 commuters @ \$3,000 each = \$63,000

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD will use EEIP funding to provide a stipend to a dynamic, enthusiastic district employee to assume additional responsibilities associated with recruiting, marketing, and hiring for the district. The "Recruiter" will be the "face and voice" of Refugio in that he will be the first point of contact for potential hires. The Recruiter will establish working relationships with institutions of higher education and will make campus and department visits to seek input and recommendations on quality education graduates. Campus visits and job fairs will also provide opportunities for the Recruiter to visit face-to-face with potential applicants to share the various benefits of working in Refugio schools. The Recruiter will use college contacts, student transcripts, applicant work experience, student teacher references, and certifications held to create a pool of quality applicants. He will work closely with campus and district leadership to investigate leads on potential hires that might be added to the applicant pool as well as candidates that might need to be filtered. He will be responsible for checking applicant references and working with the campus leadership and interview teams to schedule and conduct interviews. The Recruiter will play a vital role in stream-lining the recruiting, marketing, and hiring process in our district.

Another component of our EEIP recruitment and hiring process will be providing compensation for early notification. Teachers that provide a formal, written letter of resignation by May 1, 2014 will receive a \$500 early notification award. Over the last few years, late resignations have forced Refugio ISD to search for applicants to fill positions a few short weeks before the start of school. The district anticipates that early notification of job openings will provide much needed time to conduct a thorough search for quality prospective applicants before they are all claimed by neighboring districts.

District-Level Recruiter stipend 1 @ \$5,000 = \$5,000

Early Notification stipend 10 @ \$500 = \$5,000

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD is extremely excited about the career pathways portion of our proposed EEIP and the career advancement opportunities we will be able to offer our teachers and paraprofessionals through this funding. Some of the components that follow have been addressed under previous pages of this application, but will be mentioned again to demonstrate how many components and roles outlined in our plan are overlapping and have multiple benefits and connections to career pathways.

Teachers will have the opportunity to advance their careers and salaries by becoming grade level or department chairs or mentors. Both of these roles will require a selection process and those that are chosen will receive continued professional growth that will keep their skills current with the latest research and trends in their field. They will assume a wide range of roles that will build the entire school's capacity to improve through sharing instructional resources, facilitating and initiating effective teaching strategies, performing classroom observations, leading data discussions, and serving as visionaries that lead the way to improved student achievement.

Refugio ISD will also allocate EEIP funding to hire and train two new positions to serve as instructional coaches. These new positions will provide an additional opportunity for teachers to advance their careers and increase their responsibilities and contributions to the success of their schools. These positions will be critical in ensuring that teachers are utilizing common instructional language and are implementing programs and practices with fidelity.

Another career pathway component of our EEIP is tuition assistance for teachers, paraprofessionals, quality substitutes, and graduating seniors. Refugio ISD will assist with tuition expenses up to \$2,500 per semester for any teacher that would like to pursue a Master's degree in their subject matter or an area determined by the district. Increasing our number of teachers with Master's degrees will enable us to provide our students more dual credit opportunities as our teachers would be considered adjunct professors for partnering universities. Refugio ISD would extend the same tuition assistance to graduating seniors, paraprofessionals, or exemplary substitute teachers interested in earning their degree in education. Implementing this assistance would allow us to "grow our own" and invest in quality individuals that have exhibited an aptitude for teaching and an appetite for learning.

In addition, the EEIP plan will provide funding to cover assessment fees for teachers seeking additional certification by examination. Teachers will submit a request to test or may be asked to test in an area of need and the assessment fee will be covered with Educator Excellence Innovation Program funding. This will provide a means for teachers to expand their career options and will assist the district in filling shortage and high needs positions.

Mentors, Department/Grade Level Chairs: p.34

Instructional Coaches: 2 positions: 1 @ 58,000 + 1 @ 43,000 = \$101,000

Tuition Assistance: up to 8 employees X \$5,000 per year = \$40,000

Examination for Certification: 10 employees X \$150 = \$1,500

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD has garnered Board approval and support from each campus and district decision making team to submit a waiver request to the Texas Education Agency that would allow us to decrease our instructional days from 180 to 175. We believe the success of our EEIP plan hinges on this waiver as we plan to use the 5 days without students and a portion of our allowable early release days to provide professional growth opportunities and time for uninterrupted collaboration, strategic planning, and data digging. Administrators, mentors, department/grade level chairs, and instructional coaches will work with their colleagues to ensure that these days are focused and stick to the agenda of school improvement and student impact. Meeting agendas and minutes will be completed and turned in to campus administrators and the project director.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

The Refugio ISD Board of Trustees voted unanimously to approve the waiver request to the Texas Education Agency for six early release days and five fewer instructional days. Support and approval is noted in the meeting minutes from the December 16, 2013 Board meeting and remains on file in Central Office.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A survey was sent out at the first of December, 2013 to all educators in the district requesting their input on the waiver request. The majority of educators at each campus and the district as a whole voted to submit the waivers requesting reduced instructional days and early release days to provide more opportunities for collaboration and professional growth.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The request for input regarding the waiver was sent electronically to all educators in the district on December 9, 2013. Results were collected during a 3 week window in order to provide ample time for voting. Survey results are recorded and remain on file in Central Office.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 196903

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without grant funding through the Educator Excellence Innovation Program, Refugio ISD will not be able to implement or expand the components of our proposed project. Our general fund budget does not have the capacity to add the EEIP program components and maintain current programming and staffing. The cuts and reductions in federal and state aid over the last few years have had a significant financial impact on our district, from which we are still trying to recover. To compound the issue, Refugio ISD has suffered a decline in enrollment which contributes to reduced state aid and an increase in our recapture responsibility. Our revenue stream varies greatly from year to year due to the volatility of the oil and gas market, so a year of record earnings is often followed by a year of "penny pinching". In addition, Refugio ISD is currently at the highest tax rate allowed and is maxed out on taxation capabilities. The School Board and staff of Refugio ISD are excited about the EEIP project and have pledged their full support of the program and its objectives. However, our ability to implement the activities and strategies outlined in our Educator Excellence Innovation Program hinges directly on the award of EEIP funding.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 196903

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon notification of grant award on April 1, 2014, Refugio ISD will begin immediately accepting applications for teachers interested in serving as mentors, department/grade level heads, recruiter, and instructional coaches. The leadership team will use the district developed rubric to rank applicants and each of the positions will be selected by the second week in May. All staff will be made aware of the availability of tuition assistance and the procedures to follow to secure the funding. Educators will also be informed about the funding available for certification examinations. Training days and consultants will be secured for Mentor/Induction training, Poverty training, the PowerWalks system, and *The Fundamental 5* and training materials and iPads for observations will be ordered.

Beginning in May of 2014, teachers planning to retire will be able to submit a letter of resignation and receive a \$500 early notification award. Also, with the notice of openings, the Recruiter will begin making contacts and visits to begin filling the applicant pool. Newly selected instructional coaches will work with ESC 3 for initial training during the month of June to prepare for their new roles, then will have additional support days as needed throughout the year.

All staff will be trained in August on meeting the needs of the impoverished learner and *The Fundamental 5*. *The Fundamental 5* consultants will continue training and support every 2 weeks for a six weeks period. New teachers and teachers new to the district will receive on-site Mentor & Induction training in August with follow-up visits in January and May. In addition, mentors, instructional Coaches, and administrators will receive training on the PowerWalks Observation System prior to the start of school. By the end of August, all components of our EEIP plan will be implemented. The following calendar is a monthly implementation summary of our EEIP events:

April	NOGA: Begin accepting applications for Mentors, Department/Grade Level Heads, instructional coaches, recruiter. Selection: April 25, 2014. Notify Personnel of all grant components Begin tuition remission & certification exam fee payments Purchase iPads for Observers
May	Early notification deadline: May 1, 2014 Recruiter begins making contacts, setting up interviews, visiting campuses
June	Instructional Coaches train with ESC 3 Recruiter continues to collect potential candidates, set up interviews, assist with hiring Continue tuition and certification exam funding
July	Continue tuition and certification exam funding Continue with hiring, marketing, recruiting process as needed
August	Induction/Mentor Training (additional days in January and May) Impoverished Learners Training PowerWalks Observation training & subscription begins. PowerWalks implementation: September 2, 2014 <i>Fundamental 5</i> Training (3 additional sessions at 2 week intervals) Instructional Coaching support from ESC 3 (3 days throughout the year)

Following implementation, progress and impact of each EEIP component will be evaluated and program adjustments will be made as necessary.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 196903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Refugio ISD has expressed unwavering support for the Educator Excellence Innovation Program from all affected personnel groups. The intent to apply for the grant and the plan itself were taken to the Board of Trustees at the December 16, 2013 Board meeting and received unanimous support as evidenced by the Board meeting minutes. Each campus administrator has shared the EEIP plan with his faculty and all 3 campuses have submitted a principal attestation of support for the plan which is on file in Central Office. In addition, the REIC, the district site-based decision making committee, reviewed the plan and expressed support by a unanimous vote which is reflected in the meeting minutes from the January 17, 2014 meeting of the REIC. The overwhelming response for the EEIP plan has been one of excitement and enthusiasm as the funding would provide the means needed to implement new initiatives that could improve teacher efficacy and student achievement.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All three campuses in Refugio ISD will participate in the Educator Excellence Innovation Program. The district consists of Refugio High School, Refugio Junior High School, and Refugio Elementary School, each of which has expressed support for the components outlined in the application.

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